

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study.

1.1 Background

English has now become a global matter. House explained that its uses have expanded to cover virtually anything from the language of international relations to the language of science; from the language of international business to the language of tourism and popular culture (as cited in Majanen, 2008, p. 1). Due to its enormous popularity, English is used in many areas of human interaction. According to Pandey and Pandey (2014), English has even been prerequisite in the job fields. Moreover, people who are considered qualified if they are able to speak in English. Hence, Indonesian people must learn English, in order to be able to compete with all people in the world.

In mastering English, Indonesians must have English language skills and understand the components. Manaj (2015) supports that there are four necessities that plays a vital role in any language learning quest or commonly known as the four skills namely, reading, writing, listening and speaking. Fromkin, Rodman, and Hyams (2011) state there are several components of language that must be studied in English are phonology, morphology, syntax, and semantics. In order to succeed in mastering English, students in Indonesia must be able to understand all components of language and the skills.

English foreign learner cannot be separated from the various difficulties because there are many things they must learn. Harris support that there are three elements that are useful in supporting skills, namely pronunciation, vocabulary, and grammar (as cited in Muklas, 2017, p. 59). Subekti and Lawson (2007) argued another problems faced by Indonesians is that English is not used in everyday life. In conclusion, with the many things that must be understood and lack of time to interact in English, it can cause a decrease in motivation of Indonesian students.

In learning English with of all complication, students really need motivation. Alizadeh (2016) states motivation is a basic factor for explaining the failure of any difficult activity or the success. Indeed, the more global uses of English becomes, the greater the motivation becomes to learn it. According to Vojdani and Mehrpour (2012), the great usefulness of English as a world language has the main consequences of second language motivation, especially in the context of EFL. Hence, EFL must have motivation in learning English, so they can face the era of globalization.

Further, when motivation to learn decreased, it can be called as demotivation. Dörnyei (2001) mentions that demotivation do not mean that his motivation lost completely. This only means that a strong negative factor limits the present motivation while other positive motives still stay ready to be activated. Research by Sakai and Kikuchi (2009) divided the demotivation into internal and external factors that can reduce student motivation in learning. Haryanto, Makmur, Ismiyati, and Aisyah (2018) supports that demotivation was also experienced at several levels of education, including at

Public school of Madrasah Tsanawiyah. In conclusion, at some levels of education there also occurs demotivation which can be caused by internal and external factors that influencing the student learning motivation.

Demotivation has detrimental impact on students' foreign language learning outcomes. According to Dornyei (2001), the impact of demotivating factors is more conspicuous when language learning occurs in an EFL context where, due to the lack of opportunity to communicate with native speakers, language learners don't have much intrinsic and integrative motivation. Soureshjani and Riahipour (2012) state in learning a language, the teacher and anyone who is related to language learning and the teaching process, is very influential in the occurrence of students' demotivation. In conclusion, most teachers and researchers have widely accepted the importance of motivation as one of the key factors which influence the rate and success of foreign language learning.

Furthermore, there are also characteristics of students who are demotivated. Chambers (1993) supports the characteristics of students who experience demotivation in learning English for example such as, no effort to learn; show no interest to learn English; show poor concentration; produce little or not perform their homework; claim to have lost the material; lack of trust in one's own abilities; showing lethargy, and gives a negative or bad response to praise; unwilling to cooperate, distract other students. According to Dornyei (2001), students who felt demotivated in English language learning, they are not be active to follow the process of learning and not have positive attitude the lesson or not have goal desires. In short, I could

determined the preliminary of my study that there were demotivation in MTsN 1 Palembang, based on existing theories about the characteristics of students who demotivated.

Based on the preliminary study, the English teacher in MTsN 1 Palembang said majority of the 2nd grade students had demotivation in English learning activities in their school, because of some conditions. First, based on the document review, I found that some students' score got lower, from their English scores in the first grade between the second grades. Second, when I entered their English classes, I saw students who did not pay attention when the teacher was explaining the material and there were also students who sat in the back disturbing their friends who were focusing on doing their English assignments. Then, there were students' who felt that learning English was not as interesting as in the first grade. These conditions could occur because of the students felt their intrinsic motivation declines due to the boring taught way of their English teacher and there are also complained about facilities in their school that not support for their English class.

There were some studies about the demotivating factors of English language learning have been undertaken in different samples. Based on the previous study, the demotivating factors theory mostly applied from Sakai and Kikuchi's theory. Kikuchi and Sakai (2009) explored possible demotivating factors in high school English classes in eastern Japan. Using a principal axis factor analysis, then five factors were extracted: learning contents and material; inadequate school facilities; test scores; lack of intrinsic motivation; and teacher competence and teaching styles. While, Habibi and Sofwan (2016)

investigated English teaching implementation in Indonesian *Pesantrens*: Teachers' demotivation factors. There are four factors have been found in their study: working condition; curriculum; facilities; students. Therefore, I also felt interested in examine the demotivating factors of the students, which led to a diminishing motivation in learning English. For the researcher, the school, and the students themselves could found what must had adjustment to restore the diminishing learning motivation. Therefore, I gave this research a title "Students' Demotivating Factors in English Language Learning at MTsN 1 Palembang".

1.2 Problem of the Study

Based on the background, the research problem is formulated in the following question: what were the students' demotivating factors in English language learning at MTs Negeri 1 Palembang?

1.3 Objective of the Study

In accordance with the problem above, the objective of this study is: to figure out the students' demotivating factors in English language learning at MTs Negeri 1 Palembang.

1.4 The Significance of The study

The result of this study may give contribution to other researchers as the basis or additional information for their future research. Then, this study would be beneficial for English teachers to improve the quality of teaching

English with various effective relevant methods. Therefore, those schools could find the information and the solution about students' demotivating factors in English language learning. Thus, the school could know some parts that was needed to improve students' learning motivation. The last, for myself as a prospective teacher, the researcher could know what the students' demotivating factors in English language learning, so I could know how to solve that problem.

